DOCUMENT RESUME

ED 359 018 SE 052 496

AUTHOR Willis, Sue, Ed.
TITLE Being Numerate: What Counts? A Fresh Look at the Basics.
INSTITUTION Australian Council for Educational Research, Hawthorn.
REPORT NO ISBN-0-86431-061-7
PUB DATE 90
NOTE 199p.; This volume is second in a series of Australian Studies in Compulsory Schooling.
AVAILABLE FROM ACER, P.O. Box 210, Hawthorn, Victoria 3122 Australia ($29.95 Australian, plus shipping and handling).
PUB TYPE Collected Works - Serials (022)

EDRS PRICE Document Not Available from EDRS.
DESCRIPTORS Cognitive Structures; Diagnostic Teaching; *Educational Change; Elementary School Mathematics; Elementary Secondary Education; Evaluation Methods; Foreign Countries; Job Skills; Mathematical Concepts; *Mathematics Curriculum; Mathematics Education; Mathematics Instruction; *Mathematics Skills; *Numeracy; Problem Solving; Secondary School Mathematics; Social Studies; Student Evaluation
IDENTIFIERS Alternative Assessment; *Australia; *Number Sense

ABSTRACT

To be numerate is to be able to function mathematically in one's daily life. The kinds of mathematics skills and understandings necessary to function effectively in daily life are changing. Despite an awareness in Australia of new skills necessary for the information age and calls that the schools should be instrumental in preparing students with these new skills, there still seems to be resistance to changes in school mathematics. This book contains a collection of eight papers that address the question of what kind of conditions are most likely to facilitate changes in school mathematics and instruction. The papers include: (1) "Numeracy and Society: The Shifting Ground" (Sue Willis); (2) "Becoming Numerate: Developing Number Sense" (Alistair McIntosh); (3) "Becoming Numerate: Developing Conceptual Structures" (Malcolm Swan); (4) Recontextualizing Mathematics: Numeracy as Problem Solving" (Kaye Stacey); (5) "Beyond the Mathematics Classroom: Numeracy for Learning" (Anne Chapman, Marian Kemp, and Barry Kissane); (6) Beyond the Mathematics Classroom: Numeracy on the Job" (John Foyster); (7) Evaluating Assessment: Examining Alternatives" (Lynn S. Joffe); and (8) "Reforming Mathematics: Supporting Teachers to Reshape Their Practice" (Doug Clarke, Charles Lovitt, and Max Stephens). An annotated list of supplementary reading arranged by chapter; notes on the authors; and an index are provided. (MDH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****